

United States History and Geography: Post-Reconstruction to the Present

Course Description: *Students will examine the causes and consequences of the Industrial Revolution and America's growing role in world diplomatic relations, including the Spanish-American War and World War I. Students will study the goals and accomplishments of the Progressive movement and the New Deal. Students will also learn about the various factors that led to America's entry into World War II, as well as its consequences on American life. Students will explore the causes and course of the Cold War. Students will study the important social, cultural, economic, and political changes resulting from the Civil Rights Movement, the Cold War, and recent events and trends that have shaped modern-day America. Additionally, students will learn the causes and consequences of contemporary issues impacting their world today. Students will continue to use skills for historical and geographical analysis as they examine American history since Reconstruction with special attention to Tennessee connections in history, geography, politics, and people. Students will continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. The reading of primary source documents is a key feature of United States history standards. Finally, students will focus on current human and physical geographic issues important in contemporary America and the global society.*

The Rise of Industrial America 1877-1914

Students analyze the various causes of the Industrial Revolution, the transformation of the American economy, and the changing social and political conditions in the United States in response to the Industrial Revolution. Students will also examine the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe and Asia.

US.1 Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, the growth of major urban areas, and the location of such development on a map. (E, G)

US.2 Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of Reconstruction on African Americans, including but not limited to Jim Crow laws, lynching, disenfranchisement methods, and the First Great Migration. (C, H, P)

US.3 Analyze the causes and consequences of Gilded Age politics and economics, including but not limited to the rise of political machines, major scandals, civil service reform, and the economic disparity between farmers, wage earners, and industrial capitalists, including the following: (E, H, P)

- Boss Tweed
- Thomas Nast
- Credit Mobilier
- Whiskey Ring
- Bureau of Indian Affairs
- "Black Friday"
- Garfield's assassination
- Pendleton Act
- Interstate Commerce Act

US.4 Analyze the controversy that arose over the currency system in the late 1800's including but not limited to the impact of gold and silver strikes in the West, the contrasting views of farmers and industrialists, the Sherman Silver Purchase Act of 1890, the Gold Crisis during the Cleveland administration, and an analysis of William Jennings Bryan's Cross of Gold speech. (E, H, P)

US.5 Explain the role of business leaders, entrepreneurs, and inventors including but not limited to the following: (C, E)

- Henry Bessemer
- George Pullman
- Alexander Graham Bell
- Andrew Carnegie
- Thomas Edison
- J.P. Morgan
- John D. Rockefeller
- Robert Church, Sr.
- Swift and Armour
- Cornelius Vanderbilt
-

US.6 Analyze the movement of people from rural to urban areas as a result of industrialization. (E, G)

US.7 Identify and explain the impact of Tennessee geography on the following: Yellow Fever epidemic, Memphis Cotton Exchange, Black Patch Tobacco Wars. (E, G, TN)

US.8 Identify and explain the cultural and political significance of the founding of colleges for African Americans such as Fisk University. (C, P, TN)

US.9 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons of Thomas Nast and others during the Gilded Age. (C, P)

US.10 Describe the difference between "old" and "new" immigrants and locate on a map countries of origin and American destinations of the "new" immigrants, including but not limited to the Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese. (C, E, G).

US.11 Analyze the assimilation process and consequences for the "new" immigrants and its impact on American society, including but not limited to ethnic clusters, competition for jobs, rise of nativism, the work of Jane Addams, the documentation of living conditions by Jacob Riis, and the Chinese Exclusion Acts. (C, E, G).

US.12 Describe the working conditions endured by many immigrants, including women and children. (C, E)

US.13 Cite textual evidence and determine the central meaning of texts by examining excerpts from Jane Addams (Twenty Years at Hull House) and Andrew Carnegie (The Gospel of Wealth). (C)

Primary Documents and Supporting Texts to Read: excerpts from the "Cross of Gold" speech, William Jennings Bryan; excerpts from *Twenty Years at Hull House*, Jane Addams; excerpts from *The Gospel of Wealth*, Andrew Carnegie

Primary Documents and Supporting Texts to Consider: excerpts from “The New Colossus,” Emma Lazarus; excerpts from *East Goes West*, Younghill Kang

The Progressive Era 1890-1920

Students analyze the changing landscape, including the growth of cities and the demand for political, economic, and social reforms. Students trace the rise of the United States to its role as a world power in the twentieth century.

US.14 Explain, with the use of a map, the economic development of the United States on the eve of the twentieth century and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. (E, G)

US.15 Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (C, E, P)

US.16 Compare and contrast the ideas and philosophies of Booker T. Washington and W.E.B. Dubois. (C, P)

US.17 Explain the characteristics and impact of the Granger Movement and Populism, including but not limited to the problems between farmers and the railroads, the call for banking reform, support for a graduated income tax, and regulation of public utilities. (E, H, P)

US.18 Describe the rise of trusts and monopolies, their subsequent impact on consumers and workers, and the government’s response, including the Sherman Anti-Trust Act of 1890. (E, P)

US.19 Describe working conditions in industries, including but not limited to the use of labor by women and children. (C, E)

US.20 Analyze the rise of the labor movement, including but not limited to its leaders, its major tactics, and the response of management and the government, including the following: (C, E, H, P)

- Samuel Gompers
- Eugene Debs
- Haymarket Affair
- Pullman Strike
- Collective bargaining
- Strikes
- Yellow dog contracts
- Blacklisting
- Open vs. closed shops

US.21 Explain the significant roles played by muckrakers and progressive idealists, including but not limited to Robert La Follette, Ida Tarbell, Lincoln Steffens, and Upton Sinclair. (C, E, P)

US.22 Explain how Adolph Ochs’ purchase and editorial direction of the *New York Times* led to the demise of yellow journalism. (C, TN)

US.23 Analyze the goals and achievements of the Progressive movement, including but not limited to the following: (C, E, H, P)

- Adoption of the initiative, referendum, and recall

- Adoption of the primary system
- 16th Amendment
- 17th Amendment
- 18th Amendment

US.24 Describe the movement to achieve suffrage for women, including but not limited to its leaders, the activities of suffragettes, and the passage of the 19th Amendment. (C, H, P)

US.25 Analyze the significant progressive achievements during the administration of Theodore Roosevelt, including but not limited to his Square Deal, his “trust-busting,” the passage of the Pure Food and Drug Act and the Meat Inspection Act, and his support for conservation. (E, H, P)

US.26 Identify and explain the significant progressive achievements during the administration of William Howard Taft, including but not limited to the Ballinger-Pinchot dispute. (E, H, P)

US.27 Analyze the significant progressive achievements during the administration of Woodrow Wilson, including but not limited to his New Freedom, the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act. (E, H, P)

US.28 Analyze the legacy of the Progressive movement as it impacts the relationship between the citizen and government. (H, P)

US.29 Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest. (C, E, G, H)

US.30 Describe the efforts of Ida B. Wells and Randolph Miller to bring attention to and stop the lynching of African Americans. (C, TN)

US.31 Explain the impact of Anne Dallas Dudley, Harry Burn, Governor Al Roberts, and Josephine Pearson on making Tennessee the “Perfect 36.” (C, H, P, TN)

US.32 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Booker T. Washington (Atlanta Exposition speech), W.E.B. Dubois (*The Souls of Black Folks*), Theodore Roosevelt (“The New Nationalism”) and Upton Sinclair (*The Jungle*). (C, P)

US.33 Assess the causes of American imperialism in the late 19th and early 20th centuries, including but not limited to the desire for raw materials and new markets, yellow journalism, and the desire to spread American democratic and moral ideals. (E, G, P)

US.34 Analyze the arguments of interventionists and non-interventionists of the period, including but not limited to Alfred T. Mahan, Senator Albert Beveridge, Mark Twain, and Theodore Roosevelt. (C, E, P).

US.35 Describe the consequences of American imperialism of the period, including but not limited to the following significant events: (E, G, H, P)

- annexation of Hawaii
- Spanish-American War
- Philippine Insurrection
- Roosevelt Corollary

- Panama Canal

US.36 Compare and contrast Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy. (G, H, P)

US.37 Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. (G, H, P)

US.38 Analyze the reasons for American entry into World War I, including but not limited to the use of unrestricted submarine warfare by the Germans, the Zimmerman Note, the defense of democracy, and economic motivations. (E, H, P).

US.39 Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes, including but not limited to topography, waterways, distance, and climate. (G, H)

US.40 Identify and explain the roles of significant people and groups in World War I, including but not limited to Herbert Hoover, John J. Pershing, the American Expeditionary Force, doughboys, and Alvin C. York. (H, P)

US.41 Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics. (H, P)

US.42 Analyze the political, economic, and social ramifications of World War I on the home front, including the role played by women and minorities, voluntary rationing, the Creel Committee, opposition by conscientious objectors, and the case of Schenck v. United States. (C, E, H, P)

US.43 Cite textual evidence, determine the central meaning, and evaluate multiple points of view by examining excerpts from the following texts: Albert Beveridge (“The March of the Flag”) and Mark Twain (anti-imperialist speeches). (C, E, P)

Primary Documents and Supporting Texts to Read: excerpts from “Atlanta Exposition” speech, Booker T. Washington; excerpts from *The Souls of Black Folks*, W.E.B. DuBois; “The New Nationalism” speech, Theodore Roosevelt; excerpts from *The Jungle*, Upton Sinclair; excerpts from “The March of the Flag” speech, Albert Beveridge; excerpts from anti-imperialism speeches and writings, Mark Twain

Primary Documents and Supporting Texts to Consider: excerpts from *The History of Standard Oil*, Ida Tarbell; excerpts from *The Shame of the Cities*, Lincoln Steffans; “Peace Without Victory” speech, Woodrow Wilson; Fourteen Points, Woodrow Wilson

The 1920s

Describe how the battle between traditionalism and modernism manifested itself in the major historical trends and events after World War I and throughout the 1920s.

US.44 Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture, including but not limited to important directors, actors, films, and radio shows. (C, G)

US.45 Describe the rise of mass production techniques and the impact of new technologies, including but not limited to advances in automobile production and highway building, advent of airplane travel, spread of electricity, popularity of labor saving appliances, “just in time” inventory, and innovations in food processing. (E, G, H, TN)

US.46 Describe the impact of the mass production and widespread availability of automobiles on the American economy and society. (C, E, H, G)

US.47 Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism, and financial speculation. (E, H, C)

US.48 Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including but not limited to the “return to normalcy,” major scandals like Teapot Dome, and laissez faire politics. (E, H, P)

US.49 Analyze the attacks on civil liberties and racial and ethnic tensions, including but not limited to the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the trial of Sacco and Vanzetti, and the emergence of Garveyism. (C, H, P)

US.50 Describe the rise of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League. (C, P)

US.51 Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act, the impact of Prohibition on American society, and its successes and failures, including but not limited to the rise of organized crime, bootlegging and speakeasies, and repeal by the 21st Amendment. (E, C, H, P)

US.52 Describe the Scopes Trial of 1925, including the major figures, the two sides of the controversy, its outcome, and its legacy. (C, P, H, TN)

US.53 Describe the changing conditions for American Indians during this period, including but not limited to the extension of suffrage and the restoration of tribal identities and way of life. (C, G, P)

US.54 Describe the Harlem Renaissance, its impact, and its important figures in literature, art, and music such as Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington, and Louis Armstrong. (C)

US.55 Analyze the emergence of the “Lost Generation” in American literature, including but not limited to the impact of Ernest Hemingway and F. Scott Fitzgerald. (C)

US.56 Describe changes in the social and economic status of women during the 1920’s, including but not limited to the work of Margaret Sanger, flappers, clerical and office jobs, and rise of women’s colleges. (C, E, P)

US.57 Identify the contributions of significant figures of 1920 popular culture including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. (C)

US.58 Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy, Deford Bailey, Uncle Dave Macon, and WSM. (C, TN)

US.59 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Langston Hughes (selected poetry and essays), F. Scott Fitzgerald (*The Great Gatsby*). (C)

Primary Documents and Supporting Texts to Read: excerpts from *The Great Gatsby*, F. Scott Fitzgerald; selected poetry and essays of Langston Hughes

The Great Depression

Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

US.60 Analyze the causes of the Great Depression, including but not limited to the following: (E, H)

- the economic cycle driven by overextension of credit
- overproduction in agriculture and manufacturing
- laissez faire politics
- buying on margin
- excess consumerism
- rising unemployment
- the crash of the stock market
- high tariffs

US.61 Describe the steps taken by President Hoover to combat the economic depression, including but not limited to his philosophy of “rugged individualism,” the Reconstruction Finance Corporation, and the “Battle of Anacostia Flats.” (E, P)

US.62 Analyze the success of Franklin Roosevelt in capturing the Presidency in 1932 and contrast his philosophies and initial actions with those of former President Hoover. (E,P)

US.63 Describe the human toll of the Great Depression, including but not limited to massive unemployment, migration, Hoovervilles, and soup kitchens. (C, E, G)

US.64 Analyze the causes and consequences of the Dust Bowl of the 1930’s. (C, E, H, G)

US.65 Identify and explain the following New Deal programs and assess their continuing impact: (E, H, P)

- Works Progress Administration
- Social Security
- Federal Deposit Insurance Corporation
- Securities and Exchange Commission
- Fair Labor Standards Act
- Agricultural Adjustment Acts
- Civilian Conservation Corps
- Tennessee Valley Authority

US.66 Analyze the effects of and the controversies arising from New Deal economic policies, including but not limited to charges of socialism, FDR's "court packing" attempt, and critics such as Father Coughlin. (E, P)

US.67 Assess the lasting impact of the New Deal on the relationship between the government and its citizens. (C, E, P)

US.68 Describe the significance of the following: impact of TVA on Tennessee economically and culturally, Cordell Hull, the use of eminent domain, Norris Dam and Dale Hollow Lake controversy, Cumberland Homesteads, Great Smoky Mountains. (C, E, G, P, TN)

US.69 Cite textual evidence, determine the central meaning, and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover ("Rugged Individualism"), Franklin Roosevelt ("First Inaugural Address"), and John Steinbeck (*The Grapes of Wrath*). (C, P)

US.70 Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. (P)

Primary Documents and Supporting Texts to Read: excerpts from "Rugged Individualism" speech, Herbert Hoover; "First Inaugural Address" Franklin Roosevelt; excerpts from *The Grapes of Wrath*, John Steinbeck

Between the Wars and World War II (1921-1947)

Students analyze the inter-war years and America's participation in World War II.

US.71 Examine the impact of American actions in foreign policy in the 1920's, including but not limited to the refusal to join the League of Nations, the Washington Disarmament Conference, and the Kellogg-Briand Pact. (H, P)

US.72 Explain the reasons for and consequences of American actions in foreign policy during the 1930's, including but not limited to the Hoover-Stimson Note, the Johnson Debt Default Act, and the Neutrality Acts of 1935, 1937, and 1939. (H, P)

US.73 Analyze the reasons for and consequences of the rise of fascism and totalitarianism in Europe during the 1930's, including but not limited to the actions of Hitler, Mussolini, and Stalin. (H, P)

US.74 Examine President Roosevelt's response to the rise of totalitarianism, including but not limited to the Quarantine Speech, the Four Freedoms Speech, the Atlantic Charter, and Lend-Lease. (E,P)

US.75 Explain the reasons for American entry into World War II, including but not limited to the attack on Pearl Harbor. (H, P)

US.76 Identify and locate on a map the Allied and Axis countries and the major theatres of the war. (G)

US.77 Explain United States and Allied wartime strategy and major events of the war, including but not limited to the Bataan Death March, Midway, "island hopping," Iwo Jima, Okinawa, invasion of North Africa and Italy, D-Day, and the Battle of the Bulge. (C, G, H, P)

US.78 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers. (C, H)

US.79 Identify the roles played and significant actions of the following individuals in World War II: (H, P)

- Franklin Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry Truman
- Adolph Hitler
- Emperor Hirohito
- Hideki Tojo
- Dwight Eisenhower
- George C. Marshall
- Douglas MacArthur

US.80 Describe the constitutional issues and impact of events on the United States home front, including but not limited to the internment of Japanese Americans (Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens. (C, P)

US.81 Examine and explain the entry of large numbers of women into the workforce during World War II and its subsequent impact on American society, as well as the service of women in the armed forces. (C, E, P)

US.82 Examine the impact of World War II on economic and social conditions for African Americans, including but not limited to the work of A. Phillip Randolph, the service of African Americans in the armed forces and the work force, and the eventual integration of the armed forces by President Truman. (C, E, H, P)

US.83 Describe the war's impact on the home front, including but not limited to rationing, bond drives, movement to cities and industrial centers, and the Bracero program. (C, E, G, H)

US.84 Explain how the all-female government of Spencer, Tennessee was similar and different than the Rosie the Riveter ideal. (C, H, TN)

US.85 Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources. (E, G)

US.86 Analyze the impact of the Manhattan Project, including but not limited to the rationale for using the atomic bomb to end the war. (H)

US.87 Examine the causes and consequences of the Holocaust and American reaction. (C, H, P)

US.88 Explain major outcomes of the Yalta and Potsdam Conferences. (G, H, P)

US.89 Identify and explain the reasons for the founding of the United Nations and Cordell Hull's role. (P, H, TN)

US.90 Explain the importance of the establishment and the impact of the Fort Campbell base and Oak Ridge nuclear facilities. (E, G, P)

US.91 Examine the role played by Cornelia Fort and the establishment of Camp Forrest as a POW center, TVA and Alcoa influences, and the USS Tennessee. (E, G, P, TN)

US.92 Evaluate various explanations for actions or events by examining the following: Harry Truman (Announcement of Dropping the Atomic Bomb). (H)

Primary Documents and Supporting Texts to Read: excerpts from the Announcement of Dropping the Atomic Bomb, Harry Truman

Primary Documents and Supporting Texts to Consider: excerpts from “Quarantine Speech,” Franklin Roosevelt; “Four Freedoms” speech, Franklin Roosevelt; Announcement of War with Japan, 1941, Franklin Roosevelt.

Cold War (1945-1975)

Students analyze the response of the United States to communism after World War II.

US.93 Describe the role and location of military and other alliances, including but not limited to NATO, SEATO, and the Warsaw Pact. (G, H, P)

US.93 Describe the competition between the two “superpowers” of the United States and the Soviet Union in the areas of arms development, economic dominance, and ideology. (C, E, H, P)

US.95 Explain examples of containment policies including but not limited to the Marshall Plan, the Berlin Airlift, and the Truman Doctrine. (E, G, H, P)

US.96 Analyze the progression of American foreign policy from containment to massive retaliation and brinkmanship to the domino theory to flexible response. (H, P)

US.97 Analyze the causes and effects of the Red Scare that followed World War II, including but not limited to Americans’ attitude toward losing China to communism, McCarthyism, blacklisting, Alger Hiss, J. Edgar Hoover, Estes Kefauver, and the Rosenbergs. (C, P, H, TN)

US.98 Describe the causes, course, and consequences of the Korean War, including but not limited to the 38th parallel, Douglas MacArthur, Inchon, the entry of the Communist Chinese, the power struggle between MacArthur and President Truman, and the final disposition of the Koreans. (G, H, P)

US.99 Describe the fears of Americans about nuclear holocaust and debates over the stockpiling and use of nuclear weapons, including but not limited to atomic testing, civil defense, bomb shelters, mutually assured destruction, and President Eisenhower’s warning about the military-industrial complex. (C, H, P)

US.100 Describe the relationship between Cuba and United States during the Cold War, including the Bay of Pigs Invasion and the Cuban Missile Crisis. (G, H, P)

US.101 Describe the causes, course, and consequences of the Vietnam War including the following: (C, G, H, P)

- Geneva Accords
- Gulf of Tonkin Resolution
- Tet Offensive
- Roles played by Presidents Kennedy, Johnson, and Nixon
- Vietnamization
- Ho Chi Minh
- Viet Cong
- Bombing of Cambodia
- Henry Kissinger
- General William Westmoreland
- Napalm and Agent Orange
- Anti-War movement – Chicago Democratic Convention 1968, Kent State 1970
- Draft by lottery
- Role of television and the media

US.102 Describe the American response to the launching of Sputnik in 1957. (C, H, P)

US.103 Cite textual evidence and determine the central meaning by examining excerpts from the following texts: Dwight Eisenhower (Farewell Address) and John Kennedy (First Inaugural Address). (P)

Primary Documents and Supporting Texts to Read: excerpts from Farewell Address, Dwight Eisenhower; Inaugural Address, 1961, John Kennedy

Primary Documents and Supporting Texts to Consider: excerpts from *The Things They Carried*, Tim O'Brien; "The Sources of Soviet Conduct," George Kennan; "Address at Rice University," John Kennedy.

Modern United States 1945-1979

Students analyze the economic boom and social transformation of post–World War II America. Students examine the origins, goals, key events, and accomplishments of Civil Rights movement in the United States, and important events and trends in the 1960s and 1970s.

US.104 Analyze the impact of economic growth, declining poverty, and an increase in education levels, with particular attention on the growth of the service sector, white-collar, and professional sector jobs in business and government and the impact of the G.I. Bill. (C, E)

US.105 Explain the impact of the baby boom generation on the American economy and culture. (C, E, G, P)

US.106 Describe the effects of technological developments on society and the economy, including but not limited to the early computer revolution, improvements and widespread availability of telephones, advances in medicine, and improvements in agricultural technology such as pesticides and fertilizers, and the development of the interstate highway system. (C, E, G)

US.107 Analyze the increasing impact of television and mass media on the American home, American politics, and the American economy. (C, E, P)

US.108 Describe the emergence of a youth culture, including beatniks and the progression of popular music from swing to rhythm and blues to rock 'n roll. (C)

US.109 Describe the significance of Tennessee in the emergence of popular music, including the establishment of Sun Studios, Stax Records, and Elvis Presley. (C, E, TN)

US.110 Explain the events related to labor unions during the period, including but not limited to the merger of the AFL-CIO, the Taft-Hartley Act, and the roles played by Estes Kefauver, Robert Kennedy, and Jimmy Hoffa. (E, H, P, TN)

US.111 Describe the exploits of Sheriff Buford (Pusser) and his efforts to eliminate the Dixie Mafia and State Line Mob. (C, TN)

US.112 Describe President Kennedy's New Frontier program to improve education, end racial discrimination, create the Peace Corps, and propel the United States to superiority in the Space Race. (C, E, H, P)

US.113 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including but not limited to Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, and Regents of the University of California v. Bakke. (C, H, P)

US.114 Examine the roles of civil rights advocates, including but not limited to the following: (C, H, P)

- Martin Luther King, Jr.
- Malcolm X
- Thurgood Marshall
- Rosa Parks
- Stokely Carmichael
- President John Kennedy
- Robert Kennedy
- President Lyndon Johnson
- James Meredith

US.115 Examine the roles of civil rights opponents, including but not limited to Strom Thurmond, George Wallace, Orval Faubus, Bull Connor, and the KKK. (C, H, P)

US.116 Describe significant events in the struggle to secure civil rights for African Americans, including the following: (C, H, P)

- Integration of Central High School in Little Rock
- Montgomery Bus Boycott
- Birmingham bombings 1963
- Freedom Rides
- March on Washington
- Sit-ins, marches, demonstrations, boycotts
- Assassination of Martin Luther King, Jr.

US.117 Analyze the passage and effects of civil rights and voting rights legislation, including but not limited to the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, and the 24th Amendment. (C, E, H, P)

US.118 Describe the rise of the Chicano Movement, including but not limited to the United Farm Workers, Cesar Chavez, and Delores Huerta. (C, E P)

US.119 Examine the women's rights movement, including but not limited to the publication of *The Feminine Mystique*, the actions of the National Organization of Women, and the debate over the Equal Rights Amendment. (C, E, P)

US.120 Examine the actions taken by American Indians to achieve increased autonomy and redress of grievances against the United States government, including but not limited to the actions of the American Indian Movement. (C, E, P)

US.121 Examine the role played by Tennessee in the Civil Rights movement, including but not limited to the Columbia Race Riots, the integration of Clinton High School, the role of the Highlander Center, lunch-counter sit-ins in Nashville and the activities of Diane Nash, John Seigenthaler, and Tent Cities. (C, P, TN)

US.122 Cite textual evidence, determine the central meaning, and evaluate the explanations offered for various events by examining excerpts from the following texts: Martin Luther King, Jr. ("Letter from a Birmingham Jail" and "I Have a Dream" speech) and Malcolm X ("The Ballot or the Bullet"). (C, P)

US.123 Explain the effect that the assassination of President Kennedy had on the nation. (C, H, P)

US.124 Evaluate the impact of Johnson's Great Society programs, including but not limited to aid to education, Medicare, urban renewal, Keep America Beautiful campaign, the War on Poverty, and removal of obstacles to the right to vote. (C, P)

US.125 Describe the success of Nixon's appeal to the "silent majority," including but not limited to his call for law and order and an end to the Vietnam War. (P)

US.126 Analyze the rise of social activism and the counterculture, including but not limited to hippies, generation gap, and Woodstock. (C, p)

US.127 Describe the causes and outcomes of the energy crisis of the 1970's. (E, P)

US.128 Explain the emergence of environmentalism, including but not limited to the creation of the Environmental Protection Agency, Rachel Carson's *Silent Spring*, and disasters such as Love Canal, Three Mile Island, and the Exxon Valdez. (G, C, P)

US.129 Identify and explain significant achievements of the Nixon administration, including but not limited to his successes in foreign affairs. (E, H, P)

US.130 Analyze the Watergate scandal, including but not limited to the background of the break-in, the importance of the court case *United States v. Nixon*, the changing role of media and journalism, the controversies surrounding Ford's pardon of Nixon, and the legacy of distrust left in its wake. (H, P)

US.131 Explain the cultural impact of Alex Haley's *Roots* on the country. (C, TN)

US.132 Identify and explain significant events of the Carter administration, including but not limited to the Camp David Accords, the Panama Canal Treaty, SALT treaties, and the Iran Hostage Crisis. (G, H, P)

US.133 Identify scientific, technological, and medical advances including but not limited to VCR technology, jumbo jets, DNA and genetic engineering, and the first test tube baby. (C, E)

Primary Documents and Supporting Texts to Read: excerpts from “Letter from a Birmingham Jail,” and the “I Have a Dream” speech, Martin Luther King, Jr.; “The Ballot or the Bullet” speech, Malcolm X; excerpts from *Silent Spring*, Rachel Carson; excerpts from *Roots*, Alex Haley

Primary Documents and Supporting Texts to Consider: excerpts from “The Great Silent Majority” speech, Richard Nixon

Contemporary United States 1980 – Today

Students describe important events and trends since 1980. Students analyze the important foreign policies of and events that took place during the administrations of Presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush.

US.134 Describe the computer and technological revolution of the 1980s and 1990s, including but not limited to e-mail, the Internet, cell phones, GPS and GIS. (C, E, G)

US.135 Identify recent scientific and medical advances and explain how medical advances and improved living standards have brought significant increases in life expectancy. (C, E)

US.136 Analyze the significant events and achievements of the Reagan administration, including but not limited to the rise of the Moral Majority, revitalization of national pride, Reaganomics, War on Drugs, and the Challenger disaster. (C, E, H, P)

US.137 Analyze the role of the Reagan administration in ending the Cold War, and describe the administration’s foreign and defense policies, including but not limited to the fall of communism in the Soviet Union, the response to the Marine barracks bombing in Lebanon, and the invasion of Grenada. (G, H, P)

US.138 Cite textual evidence and determine the central meaning by examining excerpts from the following text: Ronald Reagan (“Speech at the Brandenburg Gate”). (P)

US.139 Describe the significant events in the foreign policy of the George H.W. Bush administration, including but not limited to the invasion of Panama and the Gulf War. (G, H, P)

US.140 Describe the major issues in the immigration debate, including but not limited to the rising numbers of Asians and Hispanics, and the impact of legal and illegal immigrants on the United States economy and society, such as the delivery of social and educational services. (C, E, G)

US.141 Describe the increasing empowerment of women in American society, politics, and economy, including but not limited to the achievements of Sandra Day O’Connor, Sally Ride, Geraldine Ferraro, Hillary Clinton, Condoleezza Rice, and Nancy Pelosi. (C, H, P)

US.142 Examine the changes in the structure of the American family. (C, E)

US.143 Analyze the social and economic effects of various health crises, including but not limited to increasing obesity and the AIDS epidemic. (C, E)

US.144 Identify and explain the significant achievements of entrepreneurs and innovators, including but not limited to the following: (C, E)

- Bill Gates
- Steve Jobs
- Jeff Bezos
- Michael Dell
- Ray Kroc
- Sam Walton
- Lee Iacocca
- Mark Zuckerberg
- Larry Page and Sergey Brin

US.145 Identify and explain the significant events and achievements of the Clinton administration, including but not limited to Welfare-to-Work, Family and Medical Leave Act, 1994 Crime Bill, Brady Bill, reduction of the federal debt, and the Monica Lewinsky scandal and subsequent impeachment proceedings. (C, E, H, P)

US.146 Analyze the policies of the United States in regard to the Middle East, specifically attempts to keep peace in the region. (G, P)

US.147 Explain American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo. (G, P)

US.148 Explain the reasons for and the outcome of the Supreme Court case Bush v. Gore. (H, P)

US.149 Describe the increasing globalization of the American economy, including but not limited to NAFTA and internet shopping. (E)

US.150 Identify and explain the significant events and achievements of the George W. Bush administration, including but not limited to No Child Left Behind, bank bailouts, and the Medicare Prescription Drug Benefit 2003. (E, P)

US.151 Describe the impact of the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq. (G, H, P)

US.152 Assess continuing efforts to combat terrorism globally. (G, P)

US.153 Explain the causes and consequences of the economic recession beginning in 2007, including but not limited to the fall in value of tech stocks, rising foreclosures in the housing market, and rising unemployment. (E)

US.154 Describe the popularity of urban culture in the United States as indicated by changes in music, fashion, and language trends. (C)

US.155 Analyze the significance of the election of 2008, including but not limited to the primary run by Hillary Clinton and the election of Barack Obama. (C, H, P)

US.156 Cite textual evidence, determine the central meaning, and evaluate the explanations for certain events by examining excerpts from the following: Barack Obama (Nomination Acceptance Speech, 2008). (C, P)

Primary Documents and Supporting Texts to Read: excerpts from “Acceptance Speech at the 2008 Democratic Convention,” Barack Obama

Primary Documents and Supporting Texts to Consider: excerpts from “First Inaugural Address,” Ronald Reagan; “First Inaugural Address,” Bill Clinton
“Speech at Brandenburg Gate,” Ronald Reagan; “Address to the Nation, September 11, 2001, George W. Bush

DRAFT